

Seventh and Eighth Grade Art/ Art I (Part 1 and 2): Foundations

with Patti Rowland

For those students that complete the Seventh and Eighth Grade Art Program, the curriculum will meet the requirements of Art I: Foundations. Set by the Virginia Standards of Learning, the curriculum is intended to emphasize the ability to develop and recognize visual arts content, concepts, and skills needed to create, discuss, and understand original works of art. Students use art-making processes to communicate ideas and personal life experiences. A major focus will be student engagement in art making. Students will gain skills and techniques to use when creating art. Most importantly gaining skills in creative thinking, and idea generation for inventive art making. Teaching for Artistic Behavior (TAB) concepts enable students to experience the work of the artist through authentic learning opportunities and responsive teaching. The BNS art space is a place for new discoveries, working within a TAB environment while including Virginia Standards of Learning.

Students will:

- Document creative process by keeping a working portfolio/journal for planning and as a resource
- Identify and use steps in compositional design
- Communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media, and incorporating elements of art and principles of design
- Use a variety of traditional and contemporary media to create two and three-dimensional works of art
- Employ a variety of subject matter, including cultural or social concepts, to express ideas in original works of art
- Describe and demonstrate craftsmanship (artisanship) in works of art
- Describe the changes that occur in clay during the ceramic process, and apply different clay attachment techniques
- Solve design problems
- Describe ways that social and cultural beliefs can influence responses to works of art
- Adhere to ethical choices when creating works of art and design
- Select and apply elements of art and principles of design to communicate meaning in works of art
- Combine a variety of perspective techniques
- Use a variety of drawing media and processes to create observational and expressive works of art
- Connect art and cultural history
- Analyze, evaluate and critique works of art

Project Engagement: 55% of grade

Students should treat class as an artist would treat working in a studio. There is limited time to use the studio, therefore they should use this time as efficiently as they can. Sharing space with other artists can be challenging, and it can be motivating as well. Ways for students to be engaged include: looking for resources to use for their art, working through ideas in their sketchbook, coming up with several approaches to finding a solution for their project, pre drawing the composition for their artwork, applying media to complete the artwork, not distracting others with unnecessary dialogue, asking others to please allow you to stay engaged in the current task you are trying to complete, and realizing that “thinking” can not be done while talking about something irrelevant to what you are trying to accomplish.

Projects: 30% of grade

There will be many projects assigned throughout the term. The projects will take anywhere from one class period to a few weeks. Students will work at their own pace each trimester to complete projects, but will need to plan and manage their time. Students are given a problem to solve at the beginning of each project that might involve a particular medium, theme, or both. The project is considered finished when the student has completed a written reflection on key points.

Sketchbooks: 15% of grade

Students will use sketchbooks/journals to document their creative process. Sketchbooks will be used for daily activities, sketching, note-taking, and brainstorming. Students may take their sketchbooks home as they wish, but are expected to have it with them for use in class.

*Note about homework: I believe that putting in extra time to practice techniques or skills in any subject (including art) helps build skills in all areas of interest. Although I try not to assign specific exercises for homework, I encourage students to practice, explore, and build skills whenever they have time or need a creative outlet. Students should check Google Classroom regularly.

Late work: Students are expected to appropriately pace themselves in completing assigned projects. Students will complete sketchbook assignments as a group. There will be times when students have a specific date when work is expected to be turned in. When absent, students are expected to check in with the teacher for any missed work.

